DOCUMENT RESUME

ED 300 046 JC 880 445

AUTHOR	Jensen, Robert; And Others
TITLE	Report and Recommendations on Intercollegiate Athletics: Effect of 2.0 GPA Requirements, Status of Women's Athletic Programs, Impact of Part-Time Coaches, Types of Units Used To Satisfy Transfer Requirements. Community College Issues, Volume 1, Number 5, April 1988.
INSTITUTION	California Association of Community Colleges, Sacramento.
PUB DATE	Apr 88
NOTE	37p.
AVAILABLE FROM	Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($30.00 per six-issue volume).
PUB TYPE	Collected Works - Serials (022) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
JOURNAL CIT	Community College Issues; v1 n5 Apr 1988
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Academic Standards; *Athletic Coaches; *College Athletics; College Transfer Students; *Community Colleges; Courses; Extramural Athletics; *Grade Point Average; Part Time Faculty; State Surveys; Two Year Colleges; *Womens Athletics
IDENTIFIERS	*California

ABSTRACT

In 1987-88, the Commission on Athletics' Research Committee of the California Association of Community Colleges undertook a study of the effects of the requirement that college athletes maintain a 2.0 grade point average (GPA), the status of women's sports, the use of part-time coaches, and the types of courses used to satisfy transfer requirements. A questionnaire was mailed to the men's and women's athletic directors of the 96 California community colleges that offer intercollegiate athletic programs. Study findings, based on a 75% response rate, included the following: (1) because of the 2.0 GPA requirement, a total of 511 of approximately 8,000 returning student athletes were ineligible for further sports competition; (2) football and men's track and field lost the largest number of athletes, while women's swimming lost the least; (3) while 97 new programs were added to the women's athletics programs at the colleges, 127 programs were deleted; (4) the sports that were most frequently added to the women's athletics programs were cross country and softball, while gymnastics and basketball were the most frequently deleted; (5) respondents indicated that the support provided to women's programs in terms of funds, public information, and facilities, was strong and comparable to that provided to men's programs; (6) over 50% of the respondents indicated that the number of part-time head and assistant coaches had increased over the past ten years; (7) about 52% of all assistant and head coaches, male and female, were employed full-time; and (8) approximately 284 of the more than 20,000 student athletes had transferred from one community college to another to satisfy eligibility requirements. Recommendations based on study findings are included in the report. (AAZC)

Volume 1, Number 5
April, 1988

Community College Issues

Report and Recommendations on Intercollegiate Athletics:

ED300046

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.S. Kellerman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

- Effect of 2.0 GPA Requirements
- Status of Women's Athletics Programs
- Impact of Part-time Coaches
- Types of Units Used to Satisfy Transfer Requirements

CACC

Commission On Athletics

Research Committee

BEST COPY AVAILABLE

JC 880 445

California Association of Community Colleges

THE CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES is an institution-based, nonprofit, voluntary state association organized for the purposes of representing the interests of the community and junior colleges of California. The Association supports California's local community colleges in the pursuit of their goals and promotes community college education by providing leadership and service. It fulfills its mission by: (a) developing policy recommendations, supported by appropriate research, on issues of importance to community colleges at the local, state, and national levels, (b) advocating to governmental bodies the policies determined to be in the best interests of community college education, (c) assisting member institutions in developing and promoting solutions to problems of local concern, (d) facilitating the efforts of institutions, segments, organizations and agencies to work and speak cooperatively on behalf of California community colleges, (e) informing members of the community college community and the general public of current issues and research in community college education, (f) coordinating and regulating intercollegiate athletics on behalf of California's Community Colleges, and (g) developing human and financial resources to aid the member institutions and the Association to enhance community college education.

COMMUNITY COLLEGE ISSUES
Volume 1, Number 5, April, 1988

Copyright © 1988 by CACC PRESS

COMMUNITY COLLEGE ISSUES is a series of research and policy papers, published by CACC Press, Publishers, and sponsored by the California Association of Community Colleges. Subscriptions are available at the regular rate for institutions, libraries, and agencies of $30 per six-issue volume. Single volume numbers are available at $6.00 for 1-5 copies, and $5.00 for 6 or more copies.

Copy write under International, Pan American, and Universal Copyright Conventions. All rights reserved. No part of this volume may be reproduced in any form—except for brief quotation (not to exceed 100 words) in a review or professional work—without permission in writing from the publisher.

Subscriptions, single-issue orders, changes of address notices, undelivered copies, and other correspondence should be sent to: COMMUNITY COLLEGE ISSUES SUBSCRIPTIONS, California Association of Community Colleges, 2017 "O" Street, Sacramento, California 95814. Editorial correspondence should be sent to Peter M. Hirsch, Editor-in-Chief, at the above address.

Cover Design by Neta Fox

Manufactured in the United States of America

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

COMMISSION ON ATHLETICS

RESEARCH COMMITTEE

Report and Recommendations on California Community Colleges Intercollegiate Athletics:

- EFFECT OF 2.0 GRADE POINT AVERAGE REQUIREMENTS
- STATUS OF WOMEN'S ATHLETIC PROGRAMS
- IMPACT OF PART-TIME COACHES
- TYPES OF UNITS USED TO SATISFY TRANSFER REQUIREMENTS

Research Committee

Robert Jensen, Chair, Rancho Santiago College
Sue Brown, Orange Coast College
Ellie Bewley, Rio Hondo College
Bruce Werner, American River College
Bonnie White, Portervile College
Roger Wilson, Rancho Santiago College
Julie Slark, Rancho Santiago College
Walter Rilliet, Commissioner of Athletics

April, 1988

Sacramento, California

PREFACE

The California Association of Community Colleges (CACC) is a voluntary association which has been authorized by the State Education Code to supervise the administration of intercollegiate athletics within the California community colleges. The CACC Commission on Athletics, with the approval of the CACC Board of Directors, has developed a State Athletic Code. This Code defines the policies and procedures governing California's community college intercollegiate athletics programs.

During the 1987-88 academic year, the Commission on Athletics' Research Committee undertook a vast project. It's goal was to obtain specific direction on four topics affecting intercollegiate athletics. The four topics of concern were: the effect of the 2.0 grade point average requirements, the status of women's sports, the impact of part-time coaches, and the types of units used to satisfy transfer requirements.

With input from community college athletic administrators, an extensive survey regarding those topics was completed. Using the information obtained through the survey, the Committee developed a series of recommendations which subsequently received the approval of the Commission on Athletics.

This California Association of Community Colleges' Issues Paper includes a report of the results, recommendations, and conclusions of the Commission on Athletics' research project. The value of this report will be realized as individual college districts accept the recommendations and incorporate them in their intercollegiate athletics programs.

TABLE OF CONTENTS

Page

THE SURVEY 1

THE EFFECT OF THE 2.0 GPA

PART I, Introduction 2

PART II, Summary of Findings 3

PART III, Conclusions 6

PART IV, Recommendations. 7

WOMEN'S INTERCOLLEGIATE ATHLETICS PROGRAM

PART I, Introduction 8

PART II, Summary of Findings 9

PART III, Conclusions 14

PART IV, Recommendations. 15

IMPACT OF PART-TIME COACHES

PART I, Introduction 16

PART II, Summary of Findings 17

PART III, Conclusions 23

PART IV, Recommendations. 25

TYPES OF UNITS USED TO SATIFY TRANSFER REQUIREMENTS

PART I, Introduction 26

PART II, Summary of Findings 27

PART III, Conclusions 29

PART IV, Recommendations. 30

THE SURVEY

During the spring semester of 1987, a three-part questionnaire was mailed to the men's and women's athletic directors of the 96 California community colleges which offer intercollegiate athletic programs.

The questionnaire sampled opinions from community college athletic administrators on the following three topics:

- The effect of the 2.0 grade point average requirements on student athletes.
- The status of the women's intercollegiate athletics program
- The impact of part-time coaches on the intercollegiate athletics program

The Research Committee received 72 college responses, or a 75% return, to the questionnaire.

The questionnaire provided 7 to 12 questions on each topics. In addition, each respondent was provided the opportunity to add written comments on the the topics.

In the following pages, is a summary of each question, including highlights of the responses provided by the athletic administrators. In this report, percentages pertain to the number of responses.

The fourth part of the report summarizes the types of units used by student athletes who transferred from one California community college to another. The first phase of the survey reviewed those transfer students who became eligible for the spring semester of 1987. The second phase will study those who will gain eligibility for the fall semester of 1987.

With the assistance of the conference commissioners, transcripts were reviewed in detail in order to ascertain the number of non physical education activity classes versus the number of physical education activity classes used to satisfy the 12-unit in-residence transfer requirement.

THE EFFECT OF THE 2.0 GRADE POINT AVERAGE

PART I

Introduction

During the 1983-84 college year, a special task force of the California Association of Community Colleges (CACC) Commission on Athletics (COA) was established to study and make recommendations on the academic quality of educational programs of California community college student athletes.

The task force recommended and the Commission approved the establishment of policies and procedures to motivate colleges and student athletes to participate in the development of academic programs which emphasize the attainment of long term educational goals. Rules were established which set a standard for the type and quality of courses attempted by student athletes rather than their being allowed to just accumulate course units randomly.

The Commission approved, as part of other policies on academic quality, a State Code section requiring the achievement of a minimum academic performance standard prior to the athletes' continued sport participation. That section follows:

SECTION 5.04 ELIGIBILITY FOR CONTINUING PARTICIPATION

> 5.042 - In order to continue athletic participation in any sport, the student athlete shall maintain a cumulative 2.0 grade point average (gpa) in accredited postsecondary course work computed since the start of the semester/quarter of the first participation.

This Code section became effective on July 1, 1985. Athletic eligibility forms were revised so that colleges can monitor and report the fulfillment of 2.0 gpa requirements.

The Commission did not view the 2.0 requirement as a singular topic. Its goal was to promote the development of an ongoing matriculation program for student athletes. The task force suggested that colleges provide, as part of their matriculation programs for all students, a counseling component focusing on academic planning for student athletes. An educational planning unit was needed which includes the participation of coaches, counselors, athletic directors, and most importantly the athletes themselves. The development of long range educational objectives and goals for each student athlete was highly recommended. Also recommended was the implementation of individual student educational contracts.

PART II

Summary of Findings

The following are highlights of the responses to the questionnaire demonstrating the impact of the 2.0 gpa requirement on California community college student athletes.

Question 1:

LIST THE NUMBER OF STUDENTS WHO HAVE BECOME INELIGIBLE FOR A SECOND SEASON OF SPORT IN 1986-87 BECAUSE THEY DID NOT MEET THE 2.0 GPA REQUIREMENT:

Baseball 48/9%*, Basketball M 34/7% W 22/4%, Cross Country M 20/4% W 8/2%, Football 115/23%, Golf 8/2%, Soccer 33/6%, Softball 39/8%, Wrestling 8/2% Swimming M 24/5% W 5/1%, Tennis M 11/2%, W 7/1%, Track/Field M 63/12% W 26/5%, Volleyball M 3/1% W 22/4%, Water Polo 15/3%,

- o The report shows that of the 72 responding colleges, 511 of approximately 8,000 returning students were ineligible for further participation. The number of students known to have become ineligible for the second season range by sport from a high of 115 of approximately 1,500 second season participants in football and 63 of approximately 600 second season participants in men's track and field to a low of 5 of approximately 300 second season participants in women's swimming. However, it does not indicate the number who dropped out of athletics prior to the second season because they did not meet the 2.0 gpa requirement.

Question 2:

HAS THE 2.0 GPA REQUIREMENT INCREASED YOUR ATHLETES' AWARENESS OF THE NEED OF ACADEMIC PROGRESS?

Greatly increased awareness 34/40%
Some increased awareness 41/48%
Little increased awareness 3/3%
No increased awareness 1/1%
Too early to determine/don't know 5/6%
Varies 2/2%

- o There is an increased awareness of the need for academic progress by athletes since the imposition of 2.0 gpa standards. 49% responded that this awareness has greatly increased.

Question 3:

HOW ARE YOUR ATHLETES INFORMED OF THE 2.0 REQUIREMENT? (Check all that apply.)

No systematic communication 3/2%
Each coach is responsible to determine method for his/her team 67/37%
Staff member assigned to monitor all athletes 34/19%
Early season meeting of all teams 54/30%
Student athletes must sign a contract 8/4%
Other 14/8%

* Number of Responses

- Respondents indicate that coaches are most frequently identified (37%) as the staff members responsible for informing team members of academic requirements. However, early season meetings for all teams are also used to inform students of 2.0 rules. A small number of responding colleges require athletes to complete academic contracts in order to help them meet 2.0 requirements. Thirty-four (19%) of the colleges reported that they assign a staff member other than a coach to monitor their athletes' academic progress.

Question 4:

DO YOU HAVE A SPECIAL ACADEMIC SUPPORT PROGRAM FOR YOUR ATHLETES?

Yes 48/57%
No 35/42%

- Forty-eight (57%) of the colleges responding now report having academic support programs for participants in their athletic programs. There is movement toward developing special academic counseling programs for student athletes.

Question 5:

IF "YES" TO #4, PLEASE CHECK DESCRIPTIONS WHICH APPLY TO THAT SUPPORT PROGRAM. (Check all that apply.)

Grade monitoring/"early alert" system 43/27%
All athletes assigned to one specific counselor 28/18%
A counselor is available in the coaches' office area 14/9%
Special tutoring services are available 36/23%
Specially designed guidance courses available 26/16%
Other 11/7%

- Forty-three (27%) of the responding colleges provide a grade-monitoring, "early-alert" system, and 36 offer special tutoring assistance. Of most encouragement, 28 respondents stated that their colleges provide specific counselors to which all student athletes are assigned.

Question 6:

INDICATE THE NUMBERS OF 2.0 INELIGIBLE ATHLETES WHO HAVE TAKEN THE FOLLOWING ACTIONS:

Currently taking courses to raise gpa 154/39%
Receiving special individualized counseling to bring improvement 41/10%
Still practicing with team 26/7%
Remained at the college, but left athletics 67/17%
Left the college and athletics 78/20%
Receiving special individualized tutoring 15/4%
Other 2/1%
Don't know 12/3%

- o One hundred fifty-four (39%) of those students who were reportedly denied athletic eligibility are currently taking courses to raise their grade point averages. It was reported that 78 (20%) have left the college.

Question 7:

PLEASE COMMENT ON YOUR OPINIONS REGARDING THE IMPACT OF THE 2.0 REQUIREMENT:

- o Summary of respondents' comments:
  - * The 2.0 rule has made athletes more aware of their roles as students. It has helped to motivate them, providing positive feelings of achievement.
  - * Some feel that an individual who cannot matriculate through an institution of higher learning without meeting its minimum standard should not participate in extensive extra curricular activities--including athletics.
  - * The 2.0 gpa rule fits with the current state mandate of matriculation.
  - * The 2.0 gpa legislation does not give consideration to the marginal students taking transfer courses that may cause them to earn lower grades.
  - * It has increased student concern regarding their approach to class work. It has provided athletics with a positive academic reputation that it has needed for a long while.
  - * Each time we make athletic participation more difficult we make it harder for the small colleges to field teams or compete with larger colleges' teams.
  - * Athletics has never emphasized mediocrity. Now is no time to change this attitude. Our rules should be maintained.
  - * Thus far, the 2.0 rules have provided mainly shock value; as time goes by, the rules should help athletes to reach goals beyond athletics.
  - * This rule has placed an added burden on the coach and college counseling staff. Our clerical help is burdened by the extra work needed to compute gpa's.
  - * Although the computation of 2.0 gpa records is difficult to administer, its outcomes are desirable for our students.

PART III

Conclusions

From the figures derived in totalling the responses of 72 of the 96 colleges participating in athletics, the following conclusions can be made*:

* From the total of the 72 responding colleges, the numbers of student athletes known to become ineligible for a second season of sport during 1986/87 due to the 2.0 gpa requirement range, by sport, from a high of 115 of approximately 1,500 second season participants in football and 63 of approximately 600 second season participants in track and field, to 5 of approximately 300 second seasOn participants in women's swimming.

* The 2.0 gpa requirement has reportedly increased student athletes' awareness of the need for academic progress and success.

* There is little consistency, however, of methods used to inform athletes of the 2.0 gpa requirement. The majority of the colleges responded that each coach is responsible for informing his/her own team. This could be a problem for teams of part-time head coaches, who may be less informed of the requirements. 58% of the responding colleges have some type of special academic support programs for athletes.

* There was little to indicate that follow up systems are uniformly in place to assist ineligible athletes.

* From the 1983 COA academic quality study, it was found that no college provided special academic support programs for athletes. Since that time, programs have been added which include the development of curriculum including guidance courses. In addition, counselors have been identified to work closely with student athletes.

* The respondents indicated by their written comments that they were very supportive of the 2.0 gpa requirement. They believed that the requirement benefitted athletes and reinforced that athletic programs were for "student athletes."

* It is important to recognize that because of a lack of data we have been unable to track, "those students who chose not to return and apply for a second season of sport eligibility."

EFFECT OF 2.0 GRADE POINT AVERAGE REQUIREMENTS

PART IV

Recommendations

The satisfaction of academic quality regulations are not solely a responsibility of the individual student athlete. Moreover, colleges need to demonstrate their willingness to share this responsibility by providing a setting where the student athlete is given every opportunity to achieve academic as well as athletic excellence. Consistent with this mandate, the following recommendations are made by the Committee with input from the field:

A. A renewed effort is needed which guarantees the opportunity for all athletes to set and reach their academic goals through the development of individual educational plans. Students must not attend courses just to accumulate units randomly for the sole purpose of athletic eligibility.

College academic support services should be provided for all student athletes. This is an important segment of the college matriculation process which provides student assessment, orientation, educational goal setting, appropriate course placement, and the opportunity for evaluation of advancement and follow-up through excellent counseling services.

B. Academic support services for student athletes who have become ineligible to participate are necessary so that the 2.0 requirement does not become exclusionary but is supportive of student academic success. These services will also be needed to be coordinated with new and stronger matriculation requirements, and they are services that will benefit current eligible athletes as well.

C. Inservice training providing information on the available counseling services and student assessment is needed for all full- and part-time staff. Staff who augment the normal matriculation process for student athletes should be trained to be consistent with the college counseling program.

D. Colleges should track their student athletes' academic achievement. Emphasis needs to be placed tracking the first season participant who does not return to the college for a second season because 2.0 gpa rules were not satisfied. This data should be used to improve and to enhance the services provided for the student athletes and to make changes where needed.

E. Because an increasing number of coaches are part-time (see "Impact of Part-time Coaches," page 16 of this report) and are consequently less available to provide student support services, colleges need to consider investing additionally in counseling services to provide academic follow-up and information services to student athletes relative to their academic requirements, options, and progress.

WOMEN'S INTERCOLLEGIATE ATHLETICS PROGRAM

PART I

Introduction

From 1950 through the early 1970's the California Junior College Association governed intercollegiate athletics for men on a statewide basis through its Committee on Athletics. Under the leadership of various college presidents and athletic administrators, there was a special blue ribbon committee established to develop a State Athletic Code, including policies and procedures for all community college student athletes. The California community colleges became the first postsecondary institutions in the United States to bring together men's and women's athletics under the same rule book.

It has been just over ten years since the State Athletic Code affected all students. During that time there have been significant changes in the governance and funding of California community colleges which have had an impact on the athletic programs for both men and women.

It was the goal of the leaders ten years ago that uniting the men's and women's programs would enhance the viability, quality, and opportunity for women in athletics. There have been significant improvements in the status of the women's program. The perception is that the impact of the governance changes has affected the women's program in ways which may need to be addressed by individual colleges and the Commission in order to achieve the quality desired by the leaders who forged the unity of the men and the women under one organization.

The California Association of Community Colleges Commission on Athletics Research Committee is interested in obtaining information about the status of the women's intercollegiate athletic programs since the inception of a single State Athletic Code. In the spring of 1987, community college athletic administrators were surveyed about this topic.

PART II

Summary of Findings

The following are highlights of the questionnaire responses regarding the status of women's intercollegiate athletic programs through the spring of 1987.

Question 1:

DURING THE PAST 10 YEARS (SINCE THE WOMEN'S PROGRAM WAS PLACED UNDER THE JURISDICTION OF THE COA), HAVE THE SPORT OFFERINGS OF YOUR INTERCOLLEGIATE WOMEN'S ATHLETICS PROGRAMS INCREASED, DECREASED, OR REMAINED CONSTANT?

Increased 28/36%*, Decreased 32/41%, Remained constant 17/22%

- o 41% of the respondents to this question state that women's intercollegiate athletic program offerings have decreased during the past two years. However, 36% state that the women's program offerings have increased.

Questions 2:

LIST THE WOMEN'S INTERCOLLEGIATE ATHLETIC PROGRAMS WHICH HAVE BEEN ADDED IN THE LAST 10 YEARS, THOSE WHICH HAVE BEEN DELETED, AND THOSE WHICH HAVE REMAINED.

Sport Programs	Added	Deleted	Remained
Cross Country	19	13	39
Volleyball	12	10	61
Swimming	10	4	39
Basketball	14	15	42
Soccer	10	3	4
Track & Field	7	13	47
Gymnastics	1	17	
Tennis	5	12	51
Softball	19	6	52
Field Hockey		12	
Badminton		10	
Archery		7	
	97	122	335

- o Respondents indicate that during the past 10 years, 97 new programs have been added, while 127 programs have been deleted during the same period. Women's gymnastics, archery, badminton, and field hockey programs have been deleted. Growth is indicated in the number of participants in soccer.

* Number of Responses

Question 3:

LIST THE NUMBER OF WOMEN'S SPORTS PROGRAMS FOR WHICH THE NUMBER OF STUDENT PARTICIPANTS HAS INCREASED, DECREASED, AND REMAINED CONSTANT:

Sport Participants	Increase	Decrease	Remained Constant
Basketball	11	14	24
Volleyball	8	15	37
Softball	12	18	27
Track & Field	8	8	3
Cross Country	9	19	15
Swimming	16	7	15
Soccer	3		4
Archery			1
Badminton		2	
Field Hockey		2	
	67	85	126

- o Some respondents indicated that there has been a decrease in the number of student participants in women's athletic programs. But a much greater number responded that the number of participants have remained the same.

Question 4:

EXPLAIN YOUR PERCEPTIONS REGARDING THE CAUSES REFLECTED IN YOUR RESPONSES TO #1 THROUGH #3.

- o Respondents Comments:
  - * Part-time coaches are unable to develop strong participant numbers.
  - * Proposition 13 created a lack of funds directed toward women's athletic programs.
  - * The interest in women's athletics has diminished.
  - * The existing high school feeder program has become inadequate.
  - * The hit list slowed the progress of the women's program.

Question 5:

DO YOU PLAN TO ADD A SPORT PROGRAM(S) TO YOUR WOMEN'S PROGRAM DURING THE NEXT TWO YEARS?

Yes 10/14%, No 42/59%, Don't know 19/26%

- o It seems that the current offering of women's sport programs is steady. 59% of the respondents have no plans to add to the women's program during the next two years.

Question 6:

DURING THE PAST FIVE YEARS, WHAT CHANGES HAVE OCCURRED IN YOUR LOCAL HIGH SCHOOLS' GIRLS ATHLETIC PROGRAMS THAT HAVE AFFECTED YOUR COLLEGE ACCORDING TO SKILL LEVELS, NUMBER OF PARTICIPANTS, NUMBER OF SPORTS, NUMBER OF WOMEN COACHES, ETC.? Please describe those changes.

- o Respondents Comments:
  - * The athletic skill levels of high school girls seem to be on the rise.
  - * The number of participants and sport offerings is diminishing.
  - * High school girls with high skills are heavily recruited, making the pool of potential female athletes smaller.
  - * There is an influx of part-time walk on coaches at the high school level. They have little feeling for directing female athletes to the community college women's programs.
  - * A better job needs to be done to encourage high school girls to participate in athletics.

Question 7:

INDICATE WHETHER THE SUPPORT IN THE FOLLOWING AREAS FOR WOMEN'S PROGRAMS IN GENERAL IS COMPARABLE, EXCEEDS, OR FALLS SHORT OF THAT PROVIDED FOR THE MEN'S PROGRAMS.

	Comparable	Exceeds	Falls Short	Varies
Assistant coaches	49	0	13	0
Uniforms	62	1	3	1
Supplies	59	1	4	1
Public information	47	0	10	5
Team transportation	63	0	2	0
Trainer	55	6	1	0
Training room	58	0	6	0
Administration	65	0	3	0
Facilities	60	1	4	1
Facility availability	62	1	1	2
Meal/lodging	64	0	2	0
Funds/budget	57	2	3	5

- o When asked to compare 12 components similar to the men's and women's athletic programs, respondents overwhelmingly stated that the two programs are being treated comparably. The respondents felt that for the majority of the criteria in question, there was comparable administrative support for each program.

Question 8:

PLEASE INDICATE THE NUMBER OF WOMEN ATHLETES WHO PARTICIPATE IN MORE THAN ONE INTERCOLLEGIATE SPORT.

Number participating in more than one sport 504

- o Of the approximately 7,500 women who participate in athletics, some participate than one sport. The meaning of this number is limited because we are unable to track participants by sport.

Question 9:

HOW MANY OF YOUR MEN'S AND WOMEN'S INTERCOLLEGIATE ATHLETIC COACHES ARE ASSIGNED TO COACH MORE THAN ONE SPORT TEAM?

Men's 98, Women's 41

AND WHAT ARE THE SPORT COMBINATIONS?

Sport Combinations	Women's Volley-ball	Track	Soft-ball	Golf	Swim	Tennis	Women's Basket-ball	Base-ball
M Basketball	1		1			1	1	
Football		9	1	5	2	2	1	3
Volleyball		1	6			2		
Water Polo					19			
Cross Country		38	1		1			
M Volleyball	5					1		
Track	1					1		
Basketball	1		2	2				
W Basketball	1		1		2			
W Soccer			1					
Soccer					2			
Wrestling		1						

- Responses indicate that both men's and women's coaches are assigned to the coaching of more than one sport. In most cases, certain sports lead to combination assignments, i.e., track/field and cross country, water polo and swimming, and volleyball and softball.

Question 10:

WHO (INDICATE POSITION OF STAFF MEMBER[S]) REPRESENTS YOUR WOMEN'S INTERCOLLEGIATE ATHLETIC PROGRAM AT YOUR CONFERENCE(S) MEETINGS?

Staff member representing women's intercollegiate athletic program at conference meetings.	Number of Colleges
Athletic Director (Men's & Women's)	24
Instructor/Coach	10
Women's Athletic Director	9
Assistant Athletic Director	7
Head Coach - Softball/Volleyball	7
Division Chairperson	4
Dean of Students	3
Women's Athletic Representative	3
Women's Basketball Coach	3
Dean of Division of Physical Education	2
Women's Track Coach	2
Vice President	1
Administrator--Representatives of Athletics	1

- Athletic Directors (24) and others with women's sports interests represent women's athletics at conference meetings.

Question 11:

PLEASE COMMENT ON YOUR OPINION REGARDING THE STATUS OF WOMEN'S INTERCOLLEGIATE ATHLETICS PROGRAMS WITHIN THE CALIFORNIA COMMUNITY COLLEGES:

o Respondents Comments

* Women's programs need more full-time, hard-working coaches willing to attract local women to their programs.
* The skill level of our women athletes has dramatically improved in most sports. We need to see this continue.
* Women's athletics is struggling due to lower participation rates. Much of this due to the number of part-time coaches for women's sports.
* Women's programs seem to be well supported at the conference and COA. The programs must be continued to be valued and supported.
* The coach is the most successful ingredient in any sport. Survival will greatly depend on the hiring of qualified full-time coaches.
* One of the problems is with the declining number of participants in the high school girls athletic programs. There is a lack of interest in postsecondary programs. Adequate recruitment is essential.
* Good high school and community college women athletes are highly sought after and recruited by four-year institutions.
* The lack of qualified women's sport head coaches coupled with the diminishing number of participants results in a reduction of community college women's athletics programs.
* There is a lack of adequate on-campus facilities for the women's programs.
* Title IX has had a positive effect on motivating program growth and equity.
* More women athletes are getting jobs and going to work.
* The hit list of 1981-82 had a great effect on the women's programs.
* The women's program is still new. Therefore, when teacher lay-offs occur, those with the lowest tenure are lost (at the expense of the women's program).
* Our women's programs must stand up and take their correct place on the priority list of the California community colleges.

PART III

Conclusions

From the figures derived in totalling the responses of 72 of the 96 colleges participating in athletics, the following conclusions can be made:

* The number of California community college women's athletic programs offered has declined during the last ten years. While 97 new programs were reported, 127 women's programs were deleted during the same period of time. Gymnastics programs were eliminated at 15 (all) colleges over the past ten years.

* The number of student participants has likewise declined in the remaining women's sports programs.

* The support provided to women's programs in terms of funds, public information, facilities, etc. is strong and reportedly comparable to that provided to men's programs.

* The breadth of women's sports program offerings has narrowed in the last ten years.

* Female student athletes are often involved in more than one sport.

* Respondents noted in their comments that one primary cause of the declining number of participants is the declining number of high school graduates with an interest in women's athletics. High school graduates, who are declining in number, are required to complete fewer high school physical education credits today than in the past. High school and community college women's athletes are highly sought after and aggressively recruited.

* There is, reportedly, a corresponding lack of a pool of qualified female women's athletic coaches. This, coupled with the lack of participants, has resulted in the decline of the numbers of programs offered.

PART IV

Recommendations

In the past ten years, the women's intercollegiate athletic programs have grown and prospered in some respects. These programs have had to cope with the demands for drawbacks caused by Proposition 13, the hit list, extensive use of part-time coaches, and various other debilitating problems. However, the women's programs are strong and viable yet there are significant issues that remain to be addressed. Suggestions for this topic follow:

A. The support for women's athletics needs to be a high college priority. The distribution of resources to meet this priority should be completed on an equitable basis.

B. Colleges should continue to maintain and improve institutional support provided for women's athletic programs.

C. Colleges should make a commitment to creating full-time positions to be filled by full-time instructors for women's athletics and emphasis should be placed on recruitment of qualified women.

D. The community colleges should work with high schools in articulation efforts to increase the number of women interested in participating in women's athletic programs at all levels.

E. New methods are needed to explore the development of ways to attract women athletes to community college programs.

F. The women's and men's athletics programs are able to stand on the merits and positive aspects of each program. There is a need to emphasize athletics as one program for student athletes as opposed to comparing the women's vs. the men's programs.

G. The assignment of head coaches to more than one sport should be discouraged.

H. The impact of the extensive use of part-time coaches for women's athletic teams should be reviewed. (See "Impact of Part-time Coaches," page 16.)

I. The establishment of regional inservice training programs for junior high and high school coaches of women's sports should be explored by the Commission and coaches associations with the assistance of corporate sponsorship. These programs should be designed to raise the skill level of coaches of women's sport teams at the secondary level.

J. There should be a statewide movement bringing clear focus and attention to the ongoing success of the women's athletic program. The COA and conferences must take a leadership role in this effort.

K. There is a need to maintain and nurture women in leadership and coaching positions for women's athletics. New methods must be explored and developed which direct women's athletics toward the positive educational goals that programs strive to achieve.

IMPACT OF PART-TIME COACHES

PART I

Introduction

The faculty of the 106 California community colleges is made up of 64% part-time instructors. This percentage has grown in the past 15 years until it has become a major source of concern for our college administrators and faculty across the state. The use of part-time coaches has become more prevalent because of three major factors: the reduction of funding caused by Proposition 13, the impact of Title IX Federal Legislation calling for equal programs for male and female students, and the desire to expand athletic programs.

The following survey provides further insight about this topic.

PART II

Summary of Findings

The following are responses to the questionnaire demonstrating the impact of part-time coaches in the California community college intercollegiate athletic program:

Question 1:

INDICATE THE NUMBERS (FOR 1986-87) OF PART-TIME HEAD COACHES WHO ARE IN THE CERTIFICATED, CLASSIFIED, OR OTHER CATEGORIES.

Certificated 273/81%*, Classified 43/13%, Other 22/7%

- Seventy-two colleges responded that 338 out of the 498 head coaches of women's sport of the 96 community colleges are part-time instructors. Of this total, the large majority are hired into certificated positions.

Question 2:

INDICATE THE NUMBERS (FOR 1986-87) OF PART-TIME ASSISTANT COACHES WHO ARE IN THE CERTIFICATED, CLASSIFIED, OR OTHER CATEGORIES.

Certificated 309/45%, Classified 264/39%, Other 108/16%

- Respondents indicate there are twice as many part-time assistant coaches (681) as part-time head coaches. A lesser percent of part-time coaches are in certificated positions, (45%). 39% are in classified positions, and 16% have no classification.

Question 3:

INDICATE THE NUMBER OF PART-TIME HEAD COACHES PAID PER HOUR AND/OR PERCENTAGE OF FULL-TIME LOAD, STIPEND AND/OR PER SEASON, OTHER:

Per hour and/or percentage of full-time load 176/54%
Stipend and/or per season 147/45%
Other -0-

- Most part-time head coaches are paid an hourly percentage of a full-time load equivalency, others are paid by stipend or per season of sport.

Question 4:

INDICATE THE NUMBER OF PART-TIME ASSISTANT COACHES PAID PER HOUR, PER SEASON, PERCENTAGE OF FULL-TIME LOAD, OTHER:

Per hour 179/28%
Per season 97/15%
Percentage of full-time load 33/5%
Stipend 294/47%
Other 28/4%

* Number of Responses

- o The form of reimbursement for part-time assistant coaches varies among respondents. Some receive a flat stipend, or are paid an hourly rate or by the season. Only 5% received a percentage of full-time load.

Question 5:

INDICATE THE NUMBER OF PART-TIME HEAD COACHES WHO ARE ALSO CURRENTLY EMPLOYED:

As high school or junior high school teachers 94/27%
As elementary school teachers 8/2%
In other full-time jobs 126/36%
No other full-time jobs 98/28%
Don't know 23/7%

- o 29% of part-time head coaches specify that they hold full-time jobs in other institutions. 36% are reported to hold full-time jobs outside of education. 28% of the respondents state that their part-time coaches have no other full-time employment.

Question 6:

DURING THE PAST TEN YEARS, YOUR NUMBER OF PART-TIME HEAD COACHES:

Remained about the same 31/32%
Increased 47/50%
Decreased 16/17%

- o During the past ten years, the number of part-time head coaches has increased at 50% of the responding colleges. Only 16 colleges reported a decrease in part-time head coaching assignments.

Question 7:

DURING THE PAST TEN YEARS, YOUR NUMBER OF PART-TIME ASSISTANT COACHES:

Remained about the same 31/34%
Increased 52/58%
Decreased 7/8%

- o It is reported that the percentage of part-time assistant coaching assignments has increased more than part-time head coaches during the past 10 years.

Question 8:

HOW DO PART-TIME COACHES COMPARE ACCORDING TO THE FOLLOWING PERFORMANCE CRITERIA:

	Yes	No	Don't know
Knowledge of recruiting rules	58	33	0
Knowledge of eligibility rules	44	48	0
Availability out of season	20	69	1
Recruiting ability	34	52	3
Professional behavior	72	19	0
Willingness or ability to attend coaches & organization meetings	42	46	1
Understanding of postsecondary educational institutions	39	49	2
Ability to track & advise athletes	20	67	0
Commitment to the college	47	40	1
Preparation of budgets, schedules, etc.	32	57	0

- o When comparing part-time and full-time coaches respondents indicate:
  - * More part-time coaches have a knowledge of recruitment rules than of eligibility rules.
  - * Part-time coaches are often unavailable during out-of-season periods.
  - * Professional behavior of part-time coaches is rated high.
  - * It is difficult for part-time coaches to academically track and advise their athletes.

Question 9:

IN GENERAL, THE POOL OF CANDIDATES APPLYING FOR PART-TIME COACHING ASSIGNMENTS IS:

Highly qualified 8/6%
Adequately qualified 55/38%
Not qualified 1/1%

Large enough in size to assure a good size 8/6%
Adequate in size 25/16%
Too small 47/33%

- o The pool of candidates for part-time positions seems to be adequately or highly qualified; however, the available candidate pool is most often characterized to be too small.

Question 10:

INDICATE THE NUMBER OF YOUR PART-TIME HEAD COACHES WHO HAVE BEEN WITH YOUR COLLEGES FOR:

Over 5 years 76/25%, 5 years 18/6%, 4 years 15/6%, 3 years 31/10%, 2 years 52/17%, 1 year 55/18%, Less than 1 year 50/17%, Don't know 2/1%

- o The respondents indicated that 37% of part-time coaches have held their positions at the colleges for four years or longer. 25% have been part-time coaches for one year or less.

Question 11:

INDICATE THE NUMBER OF YOUR PART-TIME ASSISTANT COACHES WHO HAVE BEEN WITH YOUR COLLEGES FOR:

Over 5 years 126/21%, 5 years 37/6%, 4 years 33/5%, 3 years 106/17%, 2 years 90/15%, 1 year 136/22%, Less than 1 year 82/13%, Don't know 1/1%

- o The respondents showed that part-time assistant coaches vary in the length of time they have been with their colleges.

Question 12:

CHECK THE REASON(S) YOU BELIEVE RESPONSIBLE FOR TURNOVER AMONG PART-TIME COACHES.

Low pay 51/23%	Poor player/coach relations 8/3%
Too much travel 18/8%	Code violations 2/1%
Losing teams 7/3%	Removed by the college 6/3%
Conflict with other employment 64/29%	Don't know 2/1%
Found better employment 55/25%	Other 6/3%

- o Respondents indicated that the turnover in part-time coaches is caused by conflict with other employment (29%), obtaining better employment (25%), low pay (23%), and too much travel (8%).

Question 13:

COMPLETE THE MATRIX (See page 21)

- o The respondents indicate that there are 664 (522 male, 142 female) head coaches who are full-time California community college instructors. Part-time head coaches total 307 (230 male, 77 female). A comparison of the totals of head coaches shows that a larger percentage of female head coaches are part-time.

  There are interesting results when comparing coaches by sport.

  * The majority of full-time head coaches are assigned to the men's sports of football (53), basketball (52), baseball (51), and track & field (43).
  * The number of full-time head coaches for women's sports is much less: volleyball (34), tennis (26), and softball (23).
  * Forty-five of either full-time (30) or part-time (15) head coaches of women's cross country are men.
  * Football hires 78 full-time assistant coaches, 150 part-time assistant coaches, and uses 47 volunteer coaches.
  * Women's basketball (23) and softball (20) hire part-time female coaches.
  * In the sport of women's basketball, 15 men and 13 women are full-time head coaches.
  * In the sport of women's basketball, 14 women and 13 men are part-time head coaches.

Question 14:

PLEASE COMMENT ON YOUR OPINION REGARDING THE USE AND IMPACT OF PART-TIME COACHES FOR YOUR ATHLETIC PROGRAMS.

o A summary of the respondents' comments follow:

* The part-time coach allows colleges to offer full athletic programs.
* Part-time coaches are inadequately reimbursed for the time they spend on the job.
* The part-time coaching setting is an unfair situation for all concerned, regardless of the coach's ability.
* With the pressure to expand programs and because of teacher retirement, the part-time coach is a "necessary evil."
* It is better to have a competent, enthusiastic part-time coach than a full-time coach who is not interested, yet forced to coach.
* Part-time coaches have difficulty because they are unavailable to meet with student athletes away from practice time.
* We should provide increased financial reimbursement for part-time coaches.
* We should provide better inservice training for part-time coaches.
* It is difficult to offer a consistent quality program with part-time head coaches. Our students require more time with coaches than just practice time.
* Women's sports seem to be more affected by the use of part-time coaches.
* The legal impact of the part-time coach is yet to be felt. There may be a greater chance of negligence by the part-time coach.
* The influx of part-time coaches has increased the administrative duties of the athletic directors many times over. The part-time coach is unable to care for details such as budget, scheduling, equipment, and the appropriate supervision of students.
* Part-time coaches provide an alternative to the older staff that finds itself "burned out."

PART III

Conclusions

From the figures derived in totalling the responses of 72 of the 96 colleges participating in athletics, the following conclusions can be made:

* Over 50% of the respondents agreed that the number of part-time head and assistant coaches has increased over the last ten years.

* More part-time head coaches (81%) than part-time assistant coaches (only 45%) are employed in certificated positions; 39% of part-time assistant coaches are employed in classified positions.

* About 52% of all coaches, assistant and head coaches, male and female, are full-time.

The table below summarizes the matrix (page 22) of responses and provides this breakdown for each sport:

NUMBERS OF FULL- AND PART-TIME COACHES

	Male	Female	Total
Full-time Head	522	142	664
Full-time Assistant	156	20	176
Total	678	162	840
Part-time Head	230	77	307
Part-time Assistant	453	20	473
Total	683	97	780
Percent Full-time	50%	63%	52%

* The use of part-time and volunteer coaches varies greatly by sport. A larger number of part-time assistant coaches are utilized for football, women's volleyball, men's basketball, and baseball. Large number of volunteer coaches assist in football, men's basketball, and baseball.

* Respondents reported that, for the most part, part-time coaches are well qualified and do a good job, and the use of part-time coaches also provides the colleges with flexibility in staffing and budgeting.

* The increase seen in recent years in the use of part-time coaches has correspondingly increased the administrative workload of the remaining full-time staff and directors. Part-time coaches perform fewer of the administrative responsibilities for conducting athletic programs. In addition, the management of the large and increasing numbers of part-time coaches creates additional administrative work.

* Respondents noted a lack of an adequately sized pool of qualified applicants for part-time coaching assignments. They indicated that low pay and conflict with other full-time employment (63% are employed full-time in other positions) are primarily responsible for the turnover that exists with part-time coaches.

* Compensation amounts and modes of compensation (by season, by hours, etc.) for part-time coaches varied greatly among colleges

IMPACT OF PART-TIME COACHES

PART IV

Recommendations

The responses and opinions vary regarding the issue of the use of part-time instructors/coaches throughout the California community college athletics programs. Given the fact that we presently have a significant number of part-time coaches, and it appears this trend will not change in the near future, the following suggestions are made:

A. Colleges' hiring policies and practices used to procure part-time coaches should be evaluated and updated. There should be systematic and planned methods for colleges to develop adequate candidate pools providing part-time coaches that are an asset to the intercollegiate athletic program.

B. Part-time coaches should be adequately compensated.

C. Appropriate formal evaluation procedures should be developed for part-time coaches.

D. Inservice training for part-time coaches should include but not be limited to:

- o An understanding of the institutional philosophy regarding intercollegiate athletics.
- o An understanding of Code rules.
- o Appropriate methods for the recruitment of student athletes.
- o Ways to become involved in schedule planning, budget preparation, advisement of students, and the participation in the administrative details of their sports when appropriate.

E. It should be recognized that the increased number of part-time personnel has an impact on the administrative support services. Colleges should consider the adequacy of resources provided the athletic administrator to care for the increased work load.

F. Colleges should develop plans to encourage part-time coaches to become active participants on the college's athletic staff. They should be included in the ongoing plans to achieve the goals and objectives of the students, athletic programs, and college.

As the recommendations above are noted, colleges need to recognize that there is a need to integrate the part-time instructor into ongoing programs. However, it is apparent, based on this study, that it is important that colleges place a high priority to develop a plan to hire full-time employees for the intercollegiate athletics programs.

TYPES OF UNITS USED TO SATISFY TRANSFER REQUIREMENTS

PART I

Introduction

Chapter 5 of the State Athletic Code defines policies for students who have participated in California community college intercollegiate athletics and wish to transfer to another California community college for additional participation. It states:

> 5.133 - A student transferring to a California community college for academic or athletic participation purposes and who has previously participated in intercollegiate athletics and whose most recent participation was at another California community college must complete 12 units in residence prior to the beginning of the semester/quarter of competition for that college. (See Section 5.03 for definition of "participation.")

The Commission on Athletics (COA) requested research on the types of units used by transferring student athlete to satisfy the requirements of Section 5.133.

With the assistance of the conference commissioners, colleges provided the State Commissioner's office with transcripts for student athletes who transferred from one California community college to another and became eligible to participate in the spring 1987 and fall and winter 1987-88 sport seasons.

Transcripts were studied in two phases: first phase, spring 1987; second phase, fall and winter 1987-88.

PART II

Summary of Findings

Below is a summary of the transcripts studied to determine the types of units used by students who transferred from one California community college to another in order to satisfy eligibility requirements:

	Phase I	Phase II	Total
1. Colleges responding with usable information	62	46	73
2. Number of student transcripts	170	114	284
3. Total number of units completed	2,624.0	1,736.5	4,360.5
a. Total number of non physical education activity course units completed	2,061.5	1,221.5	3,283.0
b. Total number of physical education activity course units completed	562.5	515.0	1,077.5
4. Average units completed per student	15.43	15.23	15.35
a. Average non physical education activity course units completed	12.13	10.71	11.56
b. Average physical education activity course units completed	3.30	4.52	3.79

5. The following is a breakdown of the number of transfers by sport:

	PHASE I	PHASE II		PHASE I	PHASE II
Cross Country M	4	9	Baseball	87	0
Cross Country W	5	4	Golf	4	0
Football	8	78	Softball	14	0
Soccer	0	6	Swimming M	9	0
Water Polo	0	4	Swimming W	5	0
Wrestling	0	1	Track & Field M	8	0
Volleyball M	0	0	Track & Field W	1	0
Volleyball W	1	7	Tennis M	10	0
Basketball M	3	2	Tennis W	2	0
Basketball W	2	2	Unknown	7	0

	PHASE I	PHASE II	TOTAL
6. Number of female transfer students	30	12	42
7. Number of male transfer students	140	102	242
8. Number of transfer students, North	84	46	130
9. Number of transfer students, South	86	68	154
10. Number of students who used more than one semester to complete 12 or more units	25	32	57
11. Average number of units completed by students using more than one semester to become eligible	20.5	19.2	19.9

The information included in this report represents both phases of this project.

PART III

CONCLUSIONS

From the summary of figures provided by colleges, the following conclusions can be made about the types of units used by transferring student athletes for eligibility:

* There are more reported transfers during the fall than during the spring and summer.

* Approximately 284 of the more than 20,000 student athletes who participate in California community college (CCC) athletics are transfers from one CCC to another.

* It is reported that the average number of units completed by transfer students is 15.35. Of these, 11.56 are non physical education activity course units, and 3.79 are physical education activity course units.

* Transfer students complete a greater number of non physical education activity courses than physical education activity courses.

* Participants in football and baseball are reported to be the majority of transfers from one CCC to another.

* A greater number of male than female student athletes transfer from one CCC to another.

* There seems to be an equal number of transfers in the Northern and Southern parts of the state.

* Some students use more than one semester to complete the 12-unit in-residence requirement.

PART IV

Recommendations

In light of the information provided by the review of transcripts of the student athletes who have transferred from one California community college (CCC) to another, the following recommendations are made:

A. There is no need to amend Code language referring to the transfer of student athletes from one CCC to another.

B. Colleges should continue to monitor the types of courses that student athlete transfers use to satisfy transfer requirements.

C. Transferring student athletes should be counseled to attempt a balanced plan of courses when satisfying transfer requirements.

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

COMMISSION ON ATHLETICS

Marilyn Williams, COA Chair; Instructor, Butte College
William Barnes, Dean, Pacific Coast Campus, Long Beach City College
Ellie Bewley, Women's Athletic Director, Rio Hondo College
Marjorie Blaha, Superintendent/President, Solano Community College
Charles Brown, Dean of Student Services, West Los Angeles College
Kenneth Cerreta, Superintendent/President, Shasta College
Tom Clements, President, Foothill College
Anne Golseth, Dean of Students, Ohlone College
Bob Jensen, Superintendent/President, Rancho Santiago College
Richard Juliano, Men's Athletic Director, Cerritos College
Marianne Kerr, Women's Athletic Director, Citrus College
Frank Martinez, Superintendent/President, Cuesta College
Jack Miyamoto, Dean of Community Education, Grossmont College
Patricia Moorhouse, Women's Athletic Director, Santa Barbara City College
Fred Owens, Director, Business Services, Golden West College
John Perkins, Athletic Director, Kings River College
Sue Scott, Women's Athletic Director, American River College
Claudine Simpson, Instructor, West Valley College
George Souza, Dean of Students, Yuba College
Ted Tiffany, Trustee, Glendale Community College District
Bonnie White, Dean of Instruction, Porterville College
Walter Rilliet, Commissioner of Athletics, California Association of Community Colleges

---

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

OFFICERS:

Patricia G. Siever, District Academic Senate President, Los Angeles Community College District, President
Roberta Mason, Member, Board of Trustees, Lake Tahoe Community College District, Vice-President
Lois A. Callahan, President, College of San Mateo, Past President

DIRECTORS:

Linda Allen, Student Trustee, Compton Community College District
Peter Blomerley, President and Superintendent, Fremont-Newark Community College District
Barbara Davis, Professor, Social Science Division, Sacramento City College
Fernando Elizondo, Member, Board of Trustees, Ventura County Community College District
John Feare, Professor of Counseling, Grossmont College
Hilary Hsu, Chancellor and Superintendent, San Francisco Community College District
Melvina Jones, Professor of European History, Antelope Valley College
Diana Lockard, Member, Board of Trustees, Citrus Community College District
David Lopez-Lee, Member, Board of Trustees, Los Angeles Community College District
Peter MacDougall, President and Superintendent, Santa Barbara Community College District
Mary Reynaga, Student Trustee, Palomar Community College District
Herbert Sussman, President and Superintendent, Rio Hondo Community College District
Robert Tacker, Student Trustee, Siskiyou Joint Community College District

STAFF:

Peter M. Hirsch, Executive Director
Ernest H. Berg, Interim Associate Executive Director
Walter C. Rilliet, Commissioner of Athletics
Rita Mize, Director or Governmental Affairs
Jennifer Robertson, Director of Public Information Services
Ron Richardson, Administrative Assistant to the Commissioner of Athletics
Denise Henrikson, Manager of Fiscal Services
Martha E. Mathias, Secretary to the Executive Director and to the Board of Directors
Debra A. Stephen, Secretary to the Commissioner of Athletics
Kim Meister, Secretary to the Associate Executive Director
Martha Christiansen, Secretary
Leslie Leder, Receptionist/Secretary

ERIC Clearinghouse for Junior Colleges DEC 2 1988